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ABSTRACT

This guide is one of nine activity books designed to support a comprehensive developmental guidance program model developed to aid school planners and guidance personnel in the improvement of existing programs or the implementation of new programs. The model materials focus on program planning, staff development, guidance curriculum, and activity guides for grades K-12. This activity guide presents selected activities and ideas for the third grade and is organized around the eight content/goal areas of the developmental model including: (1) self-understanding; (2) interpersonal relations; (3) expressing ideas; (4) gathering and processing information; (5) rights and responsibilities for five major life roles (individual/family, learner, citizen, consumer, and producer); (6) valuing and decision making; (7) achievement motivation; and (8) problem solving. The format for each content/goal area presentation consists of activity descriptions, time allotments, and directions for lesson presentation. Evaluation forms with performance indicators are included for each activity. Directions for adapting or creating materials to fit the guidance model are included along with activity writing forms for each goal area and an activity writing checklist. A final section depicts in chart form the content and goals of the third grade curriculum. (MCF)

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THIRD GRADE ACTIVITIES GUIDE

Georgia Comprehensive Guidance Series

Georgia State Department of Education
Atlanta, Georgia

1981

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INTRODUCTION

The Third Grade Activities Guide is intended to support competency-based guidance curriculum in the elementary schools. The materials in the Guide were collected from many sources and organized for use with the Georgia Guidance Curriculum Model framework. (See a Comprehensive Guidance Curriculum Manual for Elementary/Secondary Schools.) Teachers, counselors and other guidance staff can adopt or adapt these materials for local school setting use. Also, it is expected that these methods will stimulate a continuous research and development effort to expand and extend this volume.

These guidance curriculum activities are organized in content areas and goals as identified by the Georgia Guidance Curriculum Model. Some activities are written in a *competency-based* format. Users may wish to convert the other activities to this more rigorous format. It is also possible that instructors may wish to modify activity ideas found in another grade level guide.

CREATING GUIDANCE CURRICULUM ACTIVITIES

CREATING GUIDANCE CURRICULUM ACTIVITIES

This Guide contains activities organized around the Guidance Goal Areas in the Georgia Comprehensive Guidance Model. Some activities have been developed around a competency based format that includes performance indicators that can be used for evaluation. Guidance activity ideas based around the eight content areas are also included. Activity writing forms that fit Specific Goal Area/Competency elements are also included at the end of this Guide. These blank forms can be reproduced for use in activity writing.

Adopting, Adapting, and Creating Guidance Curriculum Materials

Following is a description of the methods used to provide guidance curriculum materials:

1. *Adopting* guidance materials means that you use some materials that someone else has written and change them very little to meet your local needs.
2. *Adapting* guidance materials means that you use someone else's materials but change or revise them to meet the needs of your particular situation.
3. *Creating* guidance materials means that you start from the beginning and write your own materials, including learning activities and assessment measures.

The Process of Adopting. Adopting guidance curriculum materials helps avoid "reinventing the wheel." The basic task is to identify materials which have the same goal or one similar to the one that you have.

There are good materials which have already been produced. These materials have been produced by national, state and local projects in career education, career guidance, and guidance projects.

Also, the State Department of Education units representing career education and guidance have access to exemplary guidance materials produced through projects in our state. In addition to these sources, there are many excellent materials produced by commercial publishers. Whatever the material source, select the curriculum materials according to some established standards and procedures.

The Process of Adapting. To adapt materials, an instructor needs to select materials which are close to the primary goal(s) and competencies. Select materials which at least match a program goal and one or more competencies. Select materials which have learning materials fitting your "style" of teaching. An instructor may find materials which fit their objectives, but does not want to use the learning activities. In that case, they will need to examine other materials or contact other sources to identify learning activities which they want to use.

Materials are indexed in several ways. Some of these ways are:

- By *Subject area*--e.g., social studies, science.
- By *level*--guidance activities by grade levels, e.g., K-3, 4-6, 7-8, 9-12, college and adult.
- By *occupational cluster*--career guidance materials in marketing and distribution, in manufacturing, in hospitality and recreation, etc.
- By *delivery area*--classroom, guidance programs, guidance centers, community centers.
- By *life role*--producer role; citizen role; consumer role; learner role; and personal role.
- By *guidance content*--e.g., self-understanding, interpersonal relations, valuing and decision-making, or information processing.

When examining materials for adaptation, it may be necessary to use one or more of the categories to help you find materials which specifically meet your needs.

The Process of Creating. Start with goals and competencies since they help define what it is that you need to do. Once the goals and competencies are stated, complete each of the following steps:

- Outline the basic information that the student would learn. Consult other materials to help organize the information.
- Develop or identify learning activities which will help the student learn or apply a principle or concept.
- Develop or identify performance assessment items which will indicate how much or what your students have learned. The key concept here is to ask the question, "What evidence will I accept that they have learned what I want them to?" Many competency statements already have their own assessment items.
- Use the checklist below as a guide to help develop materials or adapt others.

ACTIVITY WRITING CHECKLIST

What is provided or given?

- State the goals and competencies
- Identify the learner prerequisites

How will the students be expected to behave as a result of the activity?

- Brainstorm a list of performance indicators
- Focus on the age, interest and abilities of the students

What are the process possibilities?

- Examine present methods being used with other goals and competencies
- Explore other techniques and approaches unique to this area

Are there infusion possibilities?

- Identify subject matter concepts and/or skills that this activity could introduce, serve as a vehicle or become a follow-up/closing activity of a unit.
- Identify major activities or processes currently used with other subject matter concepts that could be modified to serve as a vehicle for these outcomes.

Are there ways to make the process meaningful?

- Check its potential for fostering relevancy, reinforcement distribution, and responsibility taking
- Check its potential for personalizing the individual decision-making process

Can the materials and resources be secured?

- State what is needed
- Determine ways of obtaining

Consider adjustments

- Determine what can be done with fast and slow finishers
- What alternate procedures or groupings are possible to implement

SELECTED THIRD GRADE ACTIVITIES AND IDEAS

SELF-UNDERSTANDING

HOW DO YOU FEEL TODAY?

Self-Understanding
Goal A
P.I. 1, 2, 3
Grade 3

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will describe how exercise and nutrition affect their mental health.
Performance Indicator(s): Students will be able to describe satisfactory exercise and eating habits for their age group, describe how poor exercise and eating habits affect their mental health, and describe how satisfactory exercise and eating habits affect their mental health.

Activity Objective

Students will be able to describe satisfactory exercise and eating habits, and how they can affect their mental health.

Activity

Total Time: two class periods
Suggested Subject Matter Area: health
Materials/Resources: copy of each of the resource pages for each student
Educator's Preparation: Duplicate activity sheets for each student. Write names of the four food groups on the board. Be familiar with entire activity.

Directions:

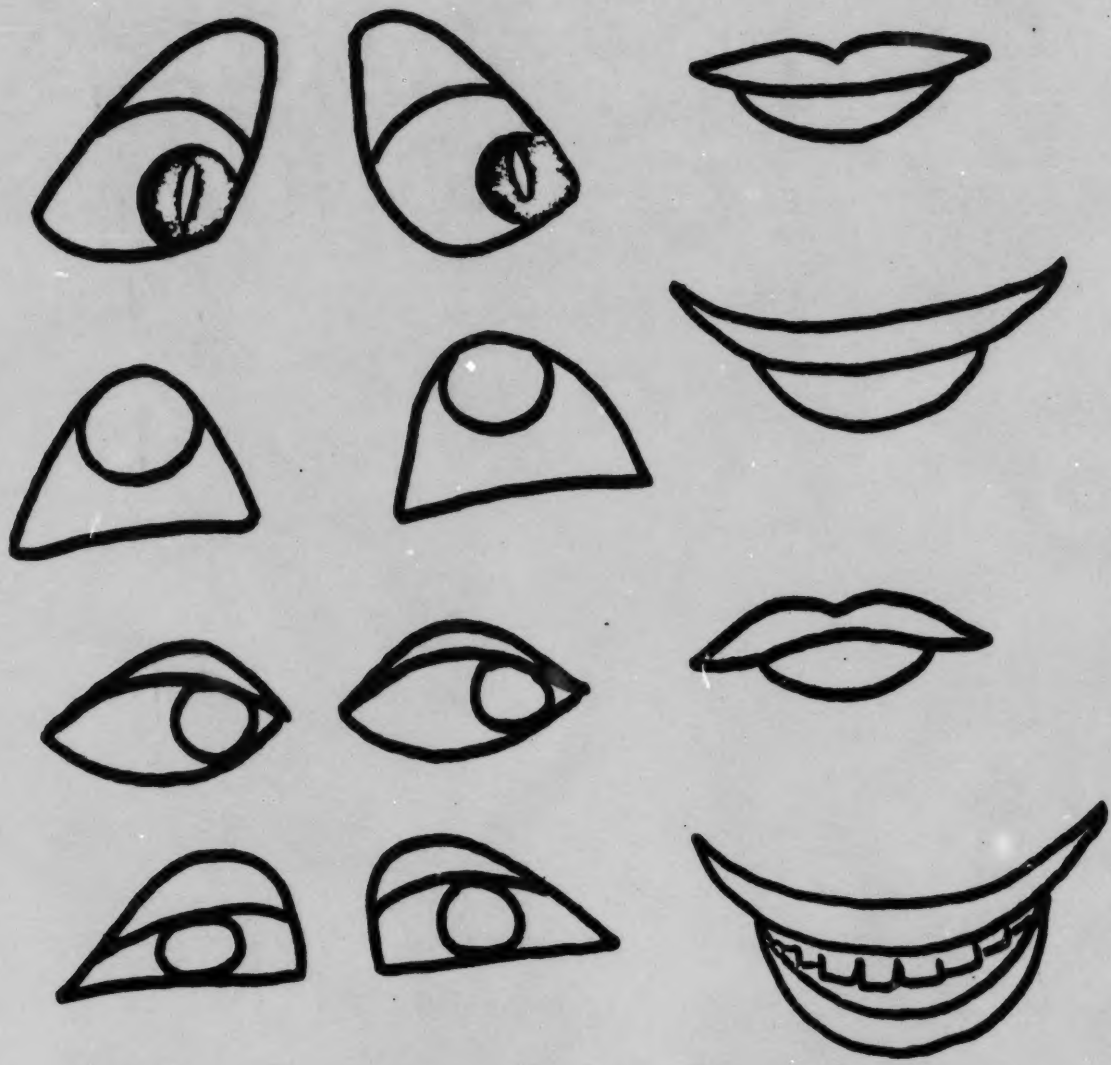
Begin the class period with a discussion of the four food groups and have students give examples of foods in each group. Talk about the importance of good eating habits. Have students tell how they feel when they don't eat and how they feel when they eat good balanced meals. Distribute the two activity sheets to each child and as they do the activity have them think about how correct diet affects their feelings.

The next day discuss how important good exercise is. Have students describe how they feel when they don't get out and exercise, and how they feel when they do exercise. Then take the students outside and do some basic exercises (e.g., jumping jacks, relays, etc.)

EVALUATION: Students should be able to:

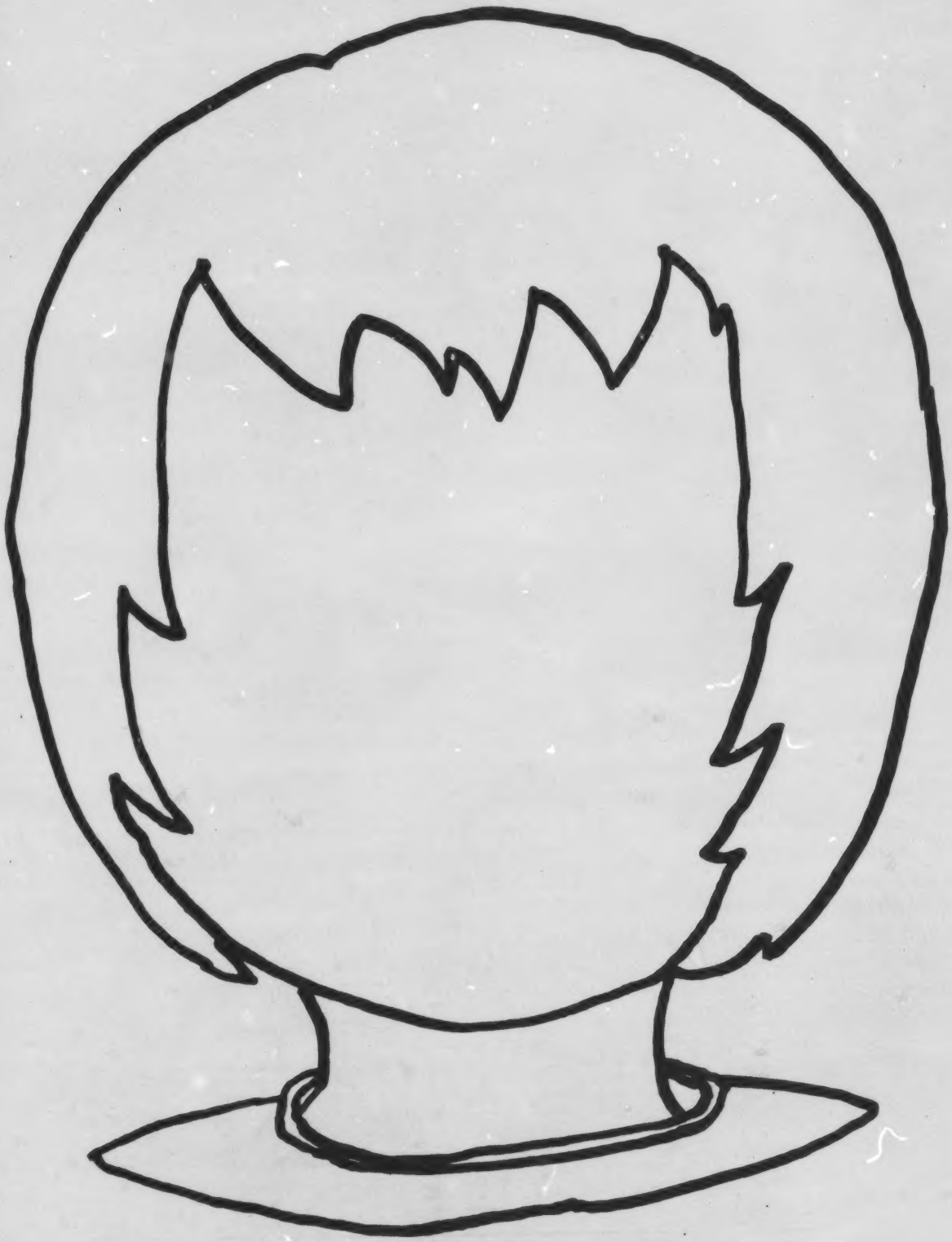
- describe two exercises and the basic food groups and what they need each day from each group
- define mental health in their own terms
- describe two examples of how poor exercise and eating habits affected their actions and feelings

(See Evaluation Form for "How Do You Feel Today?")



HOW DO YOU FEEL TODAY?

CUT OUT MOUTH AND EYES TO SHOW HOW YOU FEEL... HAPPY? SAD?



*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

HOW DO YOU FEEL TODAY?

Self Understanding Goal A Grade 3

Students are able to:

1. describe two exercises and the basic food groups and what they need each day from each group
2. define mental health in their own terms
3. describe two examples of how poor exercise and eating habits affect their actions and feelings

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. describe	2. poor	3. satisfactory
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ACTIVITY IDEAS

Grade: Third
Content Area: Self Understanding

Invite the cooks to class to explain "Type A" hot lunch and balanced meals.

Then have the students list what they ate for dinner the previous evening. On the chalkboard list the basic four food group headings. Then as students read their dinner foods, write their names under the food group headings to check if they had a balanced meal. Introduce and use the term "balanced" meal. Discuss how students act and feel when they consistently do not eat balanced meals.

***

Invite the physical education teacher to explain the benefits of exercise to how happy they feel about themselves. Discuss different kinds of aerobic exercises.

***

Have each student make a *Happiness Is ...* scrapbook/journal to be continued in spare time over several months. It can include writings, magazine pictures and original drawings. Allow a few moments each day for students to date a page and put on it something that makes them happy, about the foods that help them to feel happy, and about which exercises help them to feel happy.

***

Set up an Interest Center on a table in the classroom. Have students bring for display something that represents an interest of theirs. Have them write their names beside the objects. During language arts they can write paragraphs describing the history of their interests: how they began, when they began and who introduced them to the activity. They may even bring snapshots showing themselves involved in the activities.

***

Tell the students that they are all growing and developing physically. But they are "growing" in other areas too: socially, emotionally and intellectually. Explain the meaning of these words to the students. Post a mural paper captioned thus:

WE ARE GROWING

Physically	Socially	Emotionally	Intellectually

Give to each student four strips of paper. They are to write or draw a picture of some new thing they can do or control they have that shows growth in each of the four categories. They should sign their names.

They will then paste their strips of paper under each heading on the mural paper.

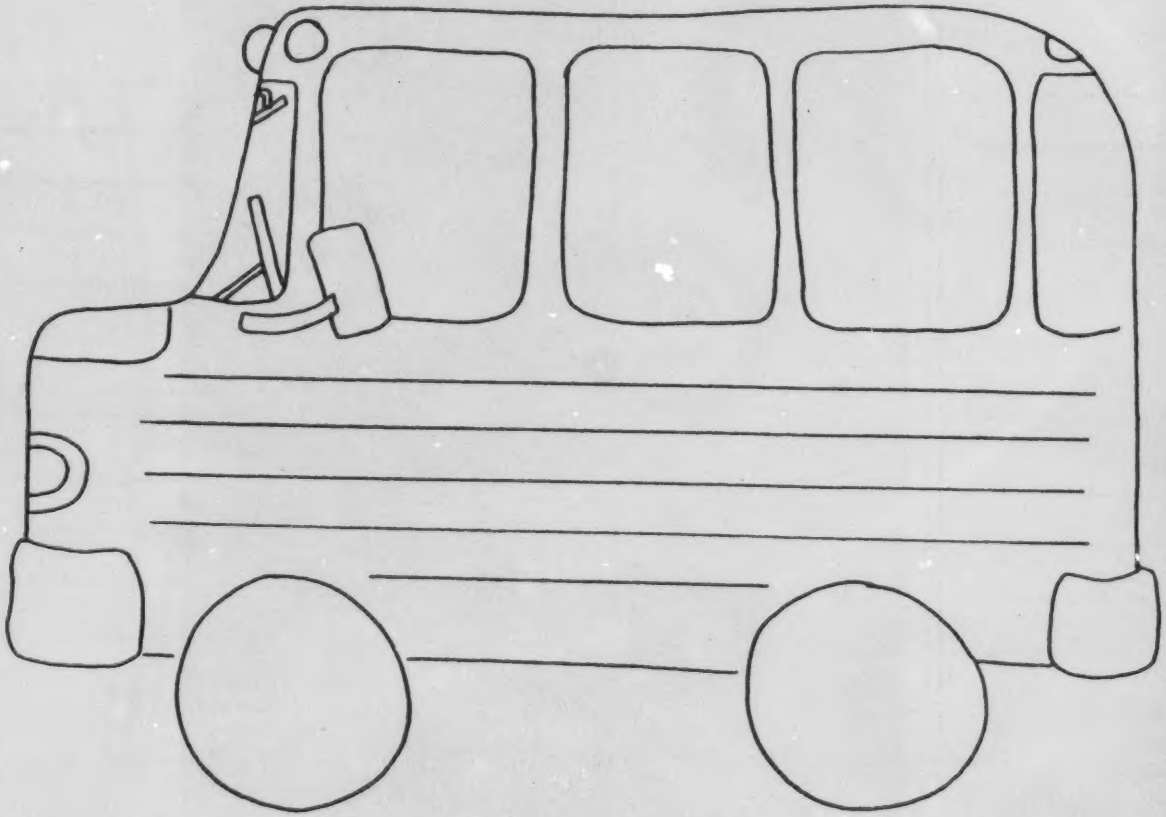
The students may need to work in pairs for this activity. Use your sense of the group to determine this.

***

The following supplementary activity sheets might be helpful in reinforcing the concepts found in Goal C.

16

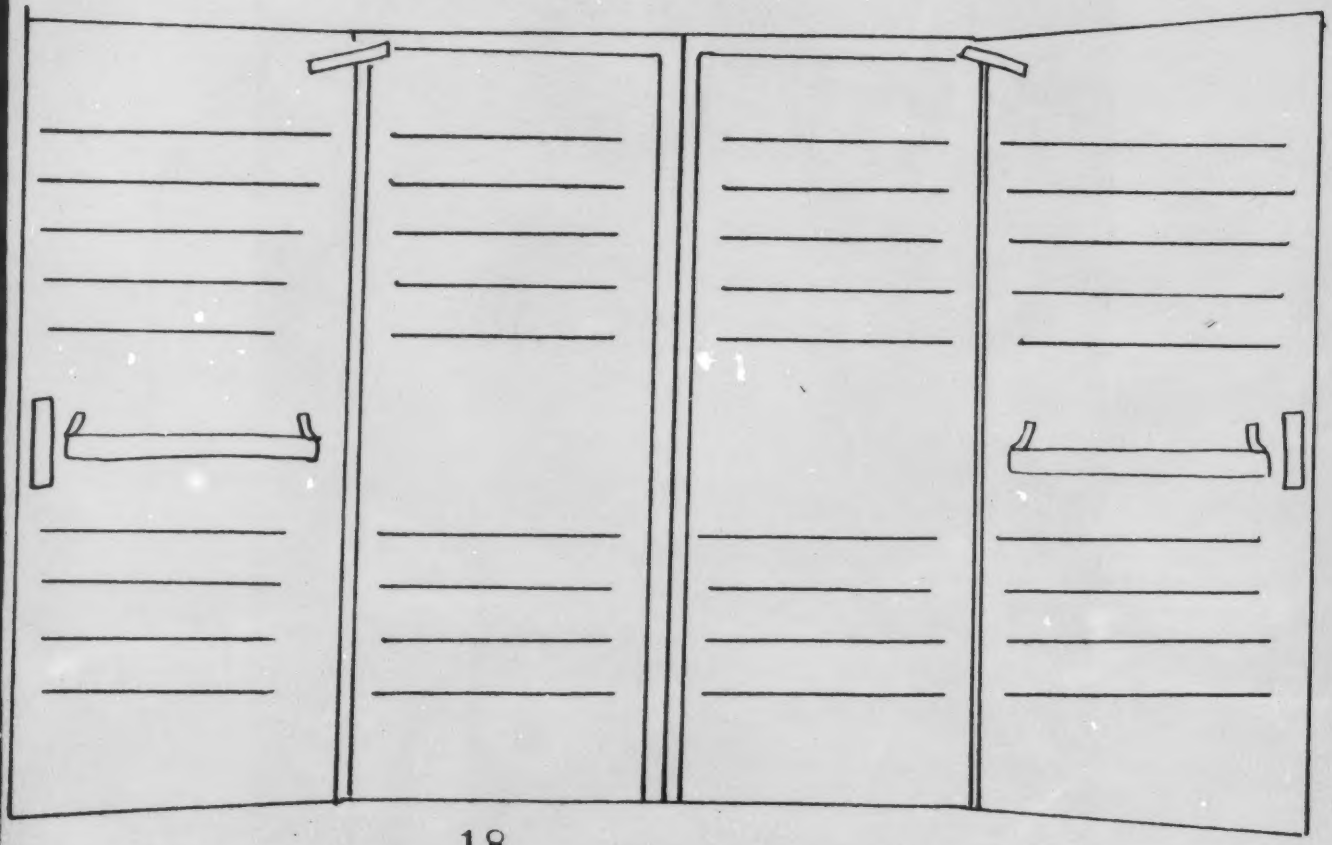
Some ways to
get along better with others
on the bus are



Some ways to

get along better with others

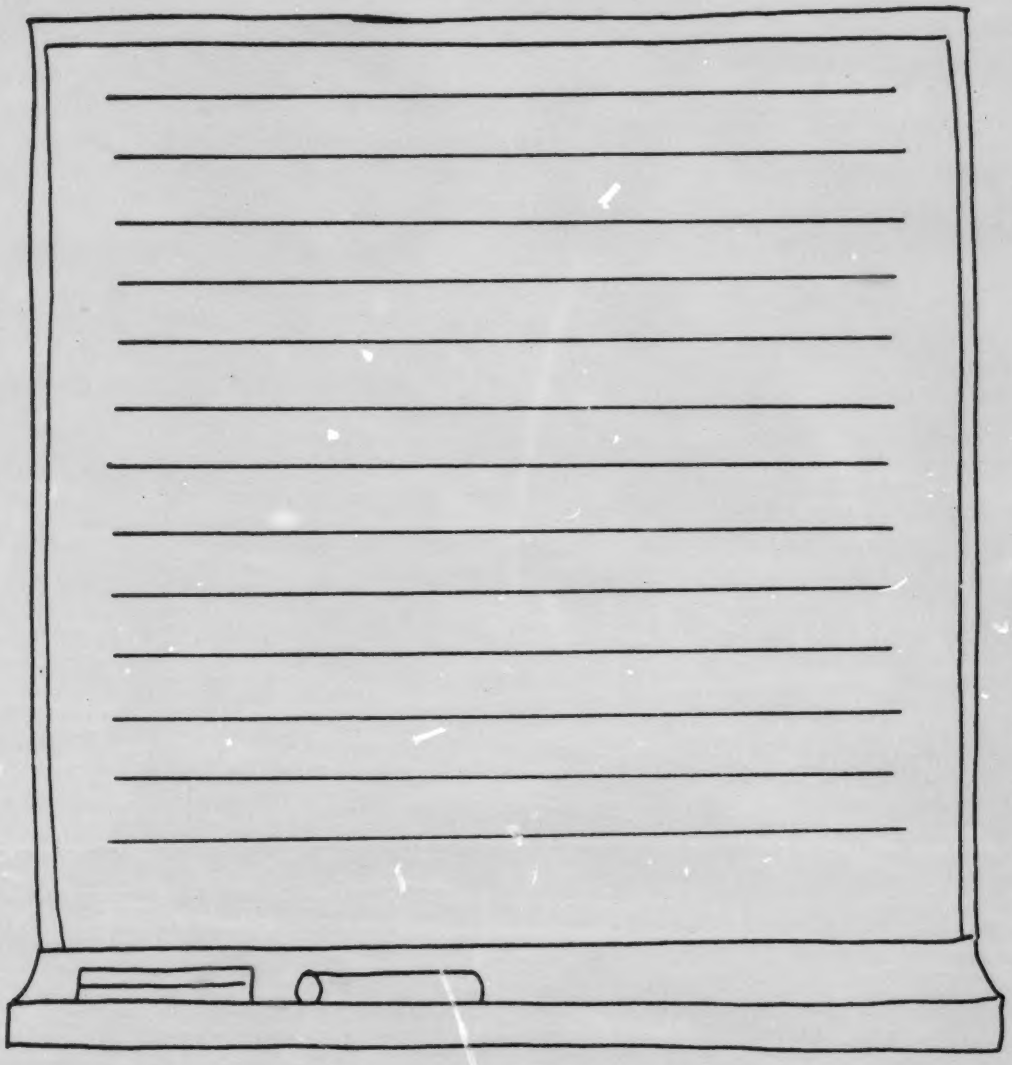
in school are



Some ways to

get along better with others

in the classroom are



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SELECTED THIRD GRADE ACTIVITIES AND IDEAS

INTERPERSONAL RELATIONS

Interpersonal Relations
Goal C
P.I. 1, 2, 3
Grade 3

FRIENDSHIP WALL COMIC

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will describe the process of making and keeping a friend.
Performance Indicator(s): Students will be able to describe how trust, the development of loyalty, and skill in problem-solving are ways of helping to keep a friend; describe how acting friendly is a way of keeping a friend; and describe the entire process in sequence of how to make and keep a friend.

Activity Objective

Students will discuss the process and ways to make and keep a friend.

Activity

Total Time: three or four class periods
Suggested Subject Matter Area: language arts, social studies
Materials/Resources: 22 sheets of plain white poster paper, crayons, comic books for ideas, (optional: the book, A Friend is Someone Who Likes You)
Educator's Preparation: collect materials; be familiar with entire activity

Directions:

Introduce this activity by asking for a few volunteers to complete the sentence, "A friend is someone who ..." You may also want to read aloud Joan Walsh Anglund's book, A Friend is Someone Who Likes You.

Then talk about the ways a comic book presents ideas.

The pictures:
- use bright colors
- depict action
- contain interesting details

The words:
- are understandable
- come from the characters' mouths
- are written in dialogue bubbles

Explain that the class is going to make a wall comic book: that is, a set of wall posters illustrated in the style of a comic book. Each poster will consist of a sequence in separate frames or of a single illustration. The title of the wall comic book will be, "Making and Keeping Friends". Explain that the students will work in pairs for this activity. Each pair will be given one topic to make into a poster (comic book page). (If more structure is needed for this activity, one member of the pair could be responsible for the illustration, while the other member of the pair is responsible for the words in the dialogue bubbles.) Use the topics presented below. You may want to discuss them before dividing into pairs.

Distribute the prepared poster sheets to each pair and let them find a place to work. Suggest that they use another sheet of paper for planning and preliminary sketching. Allow a full period for this planning if needed.

Then allow several more class periods for them to draw, write, and color on their comic book pages (posters). Have the fast finishers do additional posters, if they are willing, until all 21 topics have been used.

Tell them that they will have another session where they all will read the giant comic book together.

In the separate session, have each pair in turn "read" and explain its page to the rest of the class.

Discuss as a class the process used to make and keep a friend. Include in this discussion the following steps:

- really want that person as a friend
- care about what happens to that person
- speak kindly to that person
- be interested in what that person does
- share activities, experiences, and feelings with that person
- trust that person and show you are trustworthy
- be loyal to that person
- use skill in problem-solving instead of letting anger destroy the relationship

Then tape the posters on a hall wall to benefit your students and others. Encourage their re-reading of these posters during their free time.

EVALUATION: Students should be able to:

- describe what trust and loyalty mean
- describe three ways of problem-solving
- describe examples of acting friendly and how those examples help to keep a friend
- describe the process of making and keeping a friend in their own words

(See Evaluation Form for "Friendship Wall Comic.")

Suggested for use with:
Friendship Wall Comic

1. Want to be with others.
2. Be pleasant.
3. Be interested in what other people are doing.
4. Do little things for others cheerfully.
5. Try to avoid remarks that hurt others.
6. Be happy about other people's successes and let them know it.
7. Show kind feelings about the other person's failures.
8. Be understanding about the other person's worries.
9. Take part in the things others are doing.
10. Don't make jokes that will hurt someone's feelings.
11. Make others feel that you enjoy being with them.
12. Avoid being a show-off.
13. Use good manners.
14. Use good grooming.
15. Look for the reasons for someone's unfriendly behavior. ("Lone Wolf" might be a coverup. "Funny Boy" might be seeking attention.)
16. Be willing to speak first, apologize first, or make the first move.
17. If it doesn't work to be friendly with one person, you may have to try someone else.
18. If you feel left out and hurt by your classmates, try not to be unfriendly with other people your age. Not all people are like them.
19. Like and feel good about yourself.
20. Stick up for each other.
21. If you want to <u>have</u> a friend, <u>be</u> a friend.

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

FRIENDSHIP WALL COMIC

Interpersonal Relations Goal C Grade 3

Students are able to:

1. describe what trust and loyalty means
2. describe three ways of problem-solving
3. describe examples of acting friendly and how those examples help to keep a friend
4. describe the process of making and keeping a friend in their own words

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. trust	2. problem-solving	3. examples	4. process
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Interpersonal Relations
Goal D
P.I. 1, 2, 3
Grade 3

LITTLE BROTHER'S MOCCASINS

Interpersonal Relations
Goal D: Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.
Competency: Students will recognize the actions they take that affect others' feelings.
Performance Indicator(s): Students will be able to: 1) identify the basic feelings, 2) discuss that a persons' actions and decisions affect others' feelings, and 3) describe actions they take that influence corresponding feelings in others.

Activity Objective

Students will identify the basic feelings and discuss how a person's actions and decisions can affect another's feelings.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language, social studies
Materials/Resources: copy of resource page for each student
Educator's Preparation: duplicate for each student a copy of the resource page; be familiar with entire activity

Directions:

Introduce the activity by asking students to explain "Put yourself in his or her shoes," or "Walk a mile in his or her moccasins." These idioms are used to encourage us to re-think our responses to the words and actions of other people. Ask a few volunteers to tell of a time when someone said one of these idioms to them.

Distribute copies of the resource page. Allow time for students to complete the sheet.

When students have finished, have them assemble in small groups to compare answers. Point out that Mother's first response is not her response in all the other situations. She, like most mothers, wants her children to grow up feeling good about themselves. The dish is very important to Mother. But Little Brother is more important to her than the dish. So before she responds, she may stop and <u>think</u> about Little Brother or "put herself in Little Brother's moccasins": she may try to be sympathetic. It's very human to respond without thinking. When this happens, we can stop and "put outselves in the other person's shoes". Or maybe that other person will have to explain <u>why</u> he or she did something. At any rate, we <u>can</u> control our own reactions by our thinking processes and by our attitudes.

Discuss some other feelings that Little Brother could be feeling. Let the students list those feelings, as well as some positive feelings. They

should include in their lists feelings such as happiness, anger, sadness, fear, surprise, and pride.

Have the students discuss in groups some actions that they might take that could cause different feelings in others. For example, if they borrowed a friend's toy and broke it, that might cause anger, but if they replaced the broken toy, that might cause happiness.

EVALUATION: Students should be able to:

- identify at least four of the basic feelings
- discuss the connection between actions or decisions and feelings that result in others
- describe three of their actions that cause three different feelings in others

(See Evaluation Form for "Little Brother's Moccasins.")

LITTLE BROTHER'S "MOCCASINS"

1. Suppose you have a little brother who is three years old. Little Brother has just broken one of Mother's good dishes. It is logical for her to feel upset. What might she say or do in this case?

_____

2. Suppose it broke because he threw it while having a temper tantrum. What might she say or do in this case?

_____

3. Suppose it broke because he dropped it while trying to wash the dishes. What might she say or do in this case?

_____

4. Suppose it broke because he dropped it while carrying it to the bedroom to bring her breakfast in bed. What might she say or do in this case?

_____

5. Suppose it broke because he dropped it while trying to sneak out some ice cream after she told him supper was nearly ready. What might she say or do in this case?

_____

6. Suppose it broke because he dropped it when you yelled "Boo!" at him and scared him. What might she say or do in this case?

_____

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

LITTLE BROTHER'S MOCCASINS

Interpersonal Relations Goal D Grade 3

Students are able to:

1. identify at least four of the basic feelings
2. discuss the connection between actions or decisions and feelings that result in others
3. describe three of their actions that cause three different feelings in others

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. identify	2. connection	3. actions
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ACTIVITY IDEAS

Grade: Third
Content Area: Interpersonal Relations

Form small groups. Give each person a list of feelings to express without words. The rest of the group should try to guess the emotion being expressed. Examples: fear, hate, confusion, anxiety, nervousness, embarrassment, love, happiness, disgust, sorrow, hope, depression, disappointment, stubbornness and unhappiness.

***

Have a *Family of the Week* bulletin board. On it tell about who comprises their family, what work the adults do, pictures of the family members if possible, the ages and grades of any other children, etc. Prepare a letter to send home at the beginning of school to explain to parents your plans for the bulletin board as a means of teaching the students that there are different kinds of families. Include in the letter a survey sheet that asks questions about occupations, interests, family fun times, etc. If one of the families has adopted children, you might want them to come to the class during their week to speak about adoption as a special way of having children.

***

Obtain a copy of the Peanuts book, A Friend is Someone Who . . . Read it aloud to the students. Ask them to think about what they think friends are. Ask them to make illustrations for a class booklet of the same name.

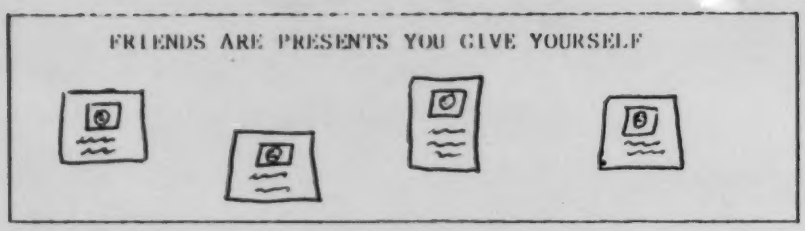
***

Have students write and illustrate a paragraph describing efforts to reach out to another person and that person's responses. They should title it "How I Made a New Friend." They can include such skills as:

--talking first
--good grooming
--being interested in the other person

***

Have the students draw pictures of their friends and do creative writing about them stating why they have chosen them as friends. Display these on a bulletin board in December:



***

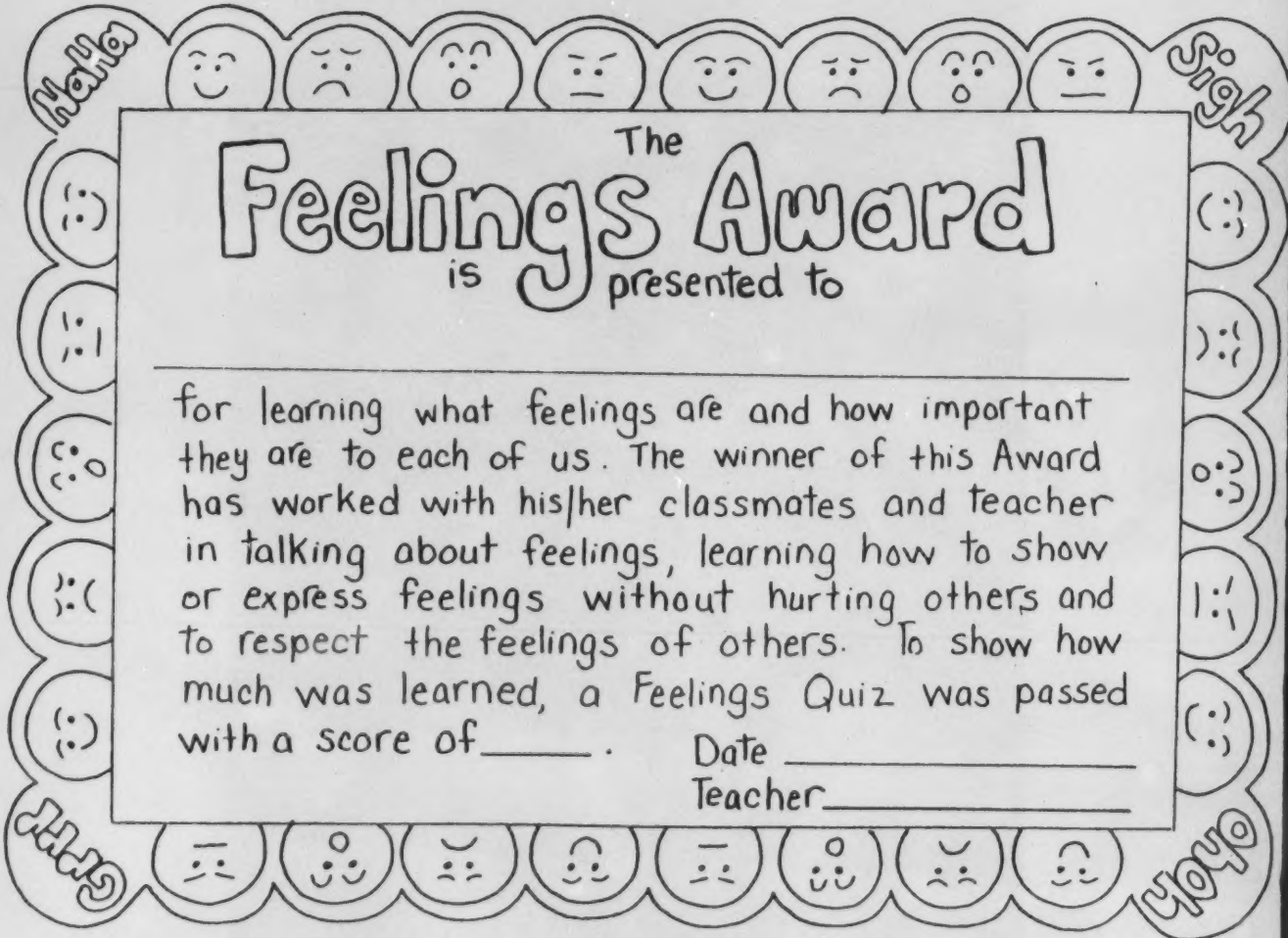
Establish a Kindness Box. Have the students write down the occasions on which they see another doing something kind. Then put the slips of paper into the box. Each day after noon recess, read the slips aloud. Have the students clap for the "doers" of the kindness. This same idea can be used so students can praise each other via a Compliment Can.

***

Post a blank piece of chart paper captioned *Courtesy Words*. Tell them that in spare time they should write down a courtesy word they have.

***

The following supplementary activity sheet might be helpful in reinforcing the concepts found in Goal D.



The Feelings Award

is presented to

_____

for learning what feelings are and how important they are to each of us. The winner of this Award has worked with his/her classmates and teacher in talking about feelings, learning how to show or express feelings without hurting others and to respect the feelings of others. To show how much was learned, a Feelings Quiz was passed with a score of_____.

Date _____

Teacher_____

SELECTED THIRD GRADE ACTIVITIES AND IDEAS

EXPRESSING IDEAS

Expressing Ideas
Goal A
P.I. 1, 2, 3
Grade 3

"I" MESSAGES

Expressing Ideas
Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.
Competency: Students will describe ways others express thoughts and feelings to them.
Performance Indicator(s): Students will be able to: 1) describe different ways others express thoughts and feelings, 2) describe how others express thoughts and feelings to them, and 3) indicate how they prefer others to express their thoughts and feelings to them.

Activity Objective

Students will discuss the benefits of using "I" messages when expressing their thoughts and feelings.

Activity

Total Time: two or three class periods
Suggested Subject Matter Area: language arts
Materials/Resources: five long strips of adding machine paper or something similar, five paper sacks, scissors
Educator's Preparation: be familiar with entire activity

Directions:

For the first class period divide the students into five small groups. Select a volunteer to be recorder for each group. Give to each recorder a long strip of paper (or adding machine tape) on which they are to brainstorm a list of words which describe feelings. Introduce the word synonym: a word having the same or nearly the same meaning. Participants can look up synonyms of the brainstormed words when they get stuck. This is an excellent opportunity to review the use of a thesaurus. If you have enough, give a few thesauri and dictionaries to each group. Have each group compile a list of words that describe feelings. Allow 10-15 minutes. Then have each recorder read the group's list aloud. When finished, develop with the students the idea that there are many words which can be used to describe our feelings. Discuss that there are also other ways to express feelings. Have the class name a few of the other ways to do this: facial expressions, written messages, gestures, and others they can think of.

For the next class period, you will cut the adding machine tapes into small paper strips with one word on each strip. Divide the strips equally among five paper sacks. Arrange the students in their original small groups from above. Each student will draw a strip from the sack and will try to think of a situation where he or she could have had, or did have, that feeling. The student will use that word in an "I" message. He or she will also state in that sentence the situation related to the feeling. The sentence will be: "I feel/felt _____ because _____." Allow each student a couple of turns.

Discuss how other persons of different ages express their thoughts and feelings to them.

Now have the students imagine themselves expressing a feeling to a family member or good friend--someone with whom they share mutual respect. They will again draw a feeling word label from the sack. This time they are to imagine that the feeling was caused by a behavior or an action of the other person. The student will use the word in an "I" message and will name a specific behavior or action of the imagined person as the cause of those feelings. The sentence to complete is: "I feel/felt _____ because you _____."

Process the activity by giving information about when "I" messages are appropriate. "I" use them when "I" am the one who is upset; when "I" own the problem. No one else in the relationship feels upset; "I" own the problem. When I can say, "The problem is mine," that's when I use an "I" message to express my problem or upset feelings. These messages are helpful to people who respect and care about each other. They don't work very well with people who don't care about one another and who don't have a relationship of respect. Now tell the students that "I" messages take practice, effort, and some risk.

Imagine Joe and Tracy standing in the hall by the drinking fountain. For no apparent reason Joe says to Tracy, "You are a smelly, rotten stinkbug!" and walks away angrily. Tracy has no idea why Joe said that but yells after him, "So are you!" Now they're both upset, and neither knows why.

Let's start again with this little scene and pretend that Joe uses an "I" message in the hall by the drinking fountain. Joe says to Tracy, "I feel like throwing up because spitting water back into the fountain makes me sick." The "I" message accomplishes two things:

- Joe feels better because he took care of his own need to express his upset feelings.
- Tracy has a chance to change her behavior (stop spitting in the fountain) if she chooses to do so.

Ask students to think of other advantages and problems of using "I" messages. Urge them to try the "I" message with family and friends and to use it when they have a problem.

EVALUATION: The students should be able to:

- describe three different ways others express thoughts and feelings
- describe how younger persons, peers, and adults express their thoughts and feelings to them
- indicate two ways they prefer others to express their thoughts and feelings to them
- discuss why they prefer the two ways described above

(See Evaluation Form for "'I' Messages.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

"I" MESSAGES

Expressing Ideas Goal A Grade 3

Students are able to:

1. describe three different ways others express thoughts and feelings
2. describe how younger persons, peers, and adults express their thoughts and feelings to them
3. indicate two ways they prefer others to express their thoughts and feelings to them
4. discuss why they prefer the two ways described above

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. ways	2. others	3. prefer	4. why
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ACTIVITY IDEAS

Grade: Third
Content Area: Expressing Ideas

When we have an understanding of our values, we are able to make satisfying decisions more easily. In the classroom there are many opportunities to help students become aware that what they think is important. We can do this in our art projects. Explain to students:

> "People wear T-shirts for different reasons. Some wear them to identify themselves with a group of idea or to state a belief. They are worn sometimes just to get a laugh. Think of a T-shirt you'd like to wear and draw a picture of it. You may design both a front and a back."

Give them 12 x 18 drawing paper. Have them cut out T-shirt shapes and copy their sketches onto them.

Then arrange students in one large or several groups so they all get a chance to explain the reasons behind their drawings and to show their T-shirts.

***

Prepare the students the day before using this activity to begin thinking about things they feel strongly about. On the next day, distribute an activity sheet with the following questions and adequate space for writing.

- What is something you feel strongly about?
- Would you "stand up" for what you think, even if the people around you did not agree?
- Why do you feel strongly about this?
- Did any other persons make a different in your having this opinion?

SELECTED THIRD GRADE ACTIVITIES AND IDEAS

GATHERING AND PROCESSING INFORMATION

Gathering and Processing Info
Goal A
P.I. 1, 2
Grade 3

ONE ME, BUT MANY ROLES

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: Students will recognize that peoples have varying roles and will describe their own roles.
Performance Indicator(s): Students will be able to: 1) describe what constitutes a role, and 2) describe their own roles.

Activity Objective

Students will discuss their roles.

Activity

Total Time: one class period
Suggested Subject Matter Area: language arts, art
Materials/Resources: copy of the resource page for each student
Educator's Preparation: duplicate the resource page; be familiar with entire activity

Directions:

Discuss the word "role" with the children. Begin by telling them several roles you have--teacher, wife/husband, mother/father, consumer, citizen, son/daughter. Let students think of roles to add to the ones you suggested. Explain that all these are roles that each person has.

Ask students to think about their roles. Have them name as many different ones as they can think of. Hand out the resource page and ask students to draw a picture of him/herself in several different roles.

EVALUATION: Students should be able to:

- describe a role
- describe three of their roles

(See Evaluation Form for "One Me, But Many Roles.")

I HAVE MANY ROLES

son/daughter	consumer	grandchild	student
friend	cousin	member of a group	citizen

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

ONE ME, BUT MANY ROLES

Gathering and Processing Information **Goal A** **Grade 3**

Students are able to:

1. describe a role
2. describe three of their roles

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. role	2. 3 roles
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Grade: Third
Content Area: Gathering and Processing Information

Duplicate ahead of time an activity sheet that has a cartoon character outlined on it (you might want to make separate ones for boys and girls). Leave the face blank and only outline a simple body form. Prepare enough for students to have seven copies. Discuss and identify the major life roles (personal, family, learner, citizen, consumer, producer). Brainstorm how they and other people fit into those roles.

Distribute the activity sheets to the students and have them put on the following titles:

- Health Care Role
- Leisure Role
- Family Role
- Learner Role
- Citizen Role
- Consumer Role
- Producer Role

Then instruct them to draw and color the kinds of clothes, equipment, etc., that they use while doing an activity in each of these roles. Collect the drawings and make "Roles" booklets for the students to look at during free time.

***

Have a "Community Appreciation Week" featuring photos or drawings of different places in the community, statements from the students concerning what they like about their community, drawings of activities students participate in as citizens (organizational roles, etc.) and consumers, speakers from community businesses and/or government, etc. Process each of the separate activities by emphasizing ways we learn through our experiences in the community.

***

Invite several guest speakers (e.g., including those of different sex, race, socioeconomic backgrounds, etc.), representing different professions, to come and speak to the class as a panel on stereotypes in their jobs. Have them include reasons such stereotypes exist, ways those stereotypes are changing, and how those stereotypes get reinforced. Allow students to question the panel afterwards. The next day ask the students to write a paragraph on "What I Learned About Stereotypes." Then brainstorm stereotypes that may exist for other jobs.

SELECTED THIRD GRADE ACTIVITIES AND IDEAS

RIGHTS AND RESPONSIBILITIES

Rights and
Responsibilities
Goal D
P.I. 1, 2, 3
Grade 3

BUYING SPREE

Rights and Responsibilities
Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency: Students will describe how to use money correctly when paying for something.
Performance Indicator(s): Students will be able to: 1) describe how to count out correct change from a dollar bill, 2) discuss how much money they need to give a salesperson when buying something, and 3) describe situations when they might need to make change.

Activity Objective

Students will discuss how to correctly use money when buying something.

Activity

Total Time: one class period
Suggested Subject Matter: mathematics
Materials/Resources: play money, store items
Educator's Preparation: collect and label store items; be familiar with entire activity

Directions:

Have a "store" set up with grocery boxes and cans. Label the items with prices ranging up to $1.00. Choose a few students to be storekeepers. The rest will be customers. Give play money to the students. Use only coins, giving each student a total of one dollar. They then may go to the store. They will need to know how to count change as well as needing to know to give more or as much money as the item costs. Rotate the students so that all have chances to be both storekeeper and customer. Following the buying spree, discuss with the students why it is important to be able to count change and the times when they might have to do this.

EVALUATION: Students should be able to:

- describe how to put change together to make a dollar and how to tell what change they will have left over when buying something
- discuss the concept that when buying something, they must give money equal to or greater than the cost of that produce or service
- describe two situations when they might need to make change

(See Evaluation Form for "Buying Spree.")

*Teacher*_____ *Date(s)*_____

ACTIVITY EVALUATION FORM

BUYING SPREE

Rights and Responsibilities Goal D Grade 3

Students are able to:

1. describe how to put change together to make a dollar and how to tell what change they will have left over when buying something
2. discuss the concept that when buying something, they must give money equal to or greater than the cost of that product or service
3. describe two situations when they might need to make change

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

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ROLES

Rights and
Responsibilities
Goal E
P. I. 1, 2, 3
Grade 3

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will recognize that a producer can have many different roles.
Performance Indicator(s): Students are able to: 1) define what constitutes a producer, 2) identify people of varying ages, their roles, and how they are producers, and 3) identify their roles and how they are producers.

Activity Objective

Students will discuss how roles help determine a person's identity and that we can have many different roles.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area:
Materials/Resources: resource page
Educator's Preparation: duplicate one copy of the resource page for each student

Directions:

Discuss with the group that a producer is someone who makes something, a worker. Being a producer is one role a person may have. Write this on the board and ask when this might be true.

"A person is what a person does."

Help students understand roles by saying that an activity is what a person does. A role is what the person becomes while doing the activity. Therefore, when a producer is doing another activity, he then takes on a different role. For example:

- If a person is cooking, s/he is a cook.
- If a person is painting, s/he is a painter.
- If a person is singing, s/he is a singer.
- If a person is teaching, s/he is a teacher.
- If a person is babysitting, s/he is a babysitter.
- If a person is skating, s/he is a skater.

List the last word (the role) on the blackboard as you say it. Tell them to look at each word and think about the role the person takes while doing that activity. Then distribute copies of the resource page. Have students put their names in the blanks and fill in the boxes with their various activities/roles. For example, as a leisurer they may be a baseball

player or a swimmer. As a citizen they may be a Cub Scout member or a 4-H member. As a family member they may be a brother, sister, son, etc.

Discuss that other producers can have various roles, too. Get suggestions from the group concerning roles of mother, father, sibling, friend, etc. Tell how they are producers also.

EVALUATION: Students should be able to:

- define what constitutes a producer
- identify one younger person, one peer, and one older person --then name two roles and one producer activity for each
- identify three of their own roles and tell two ways that they are producers

(See Evaluation Form for "Roles.")

ROLES

Think about your activities. You are what you do. List or draw your many roles, based on your different activities.

My Leisure Role
My Citizen Role (community, state, nation)
My Family Member Roles (father, daughter, brother, etc.)
My Learner Role
My Producer Role

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

ROLES

Rights and Responsibilities Goal E Grade 3

Students are able to:

1. define a producer
2. identify two roles for a younger person, a peer, and an older person and identify one producer role for each of the above persons
3. identify three of their own roles and tell two ways they are producers

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. others	3. self
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ACTIVITY IDEAS

Grade: Third
Content Area: Rights and Responsibilities

Prepare with students an interview sheet asking questions about different kinds of families. An example might be:

Number of parents in your family____
Number of brothers in your family____
Number of sisters in your family____
Are you adopted?____
Are any of your brothers or sisters adopted?____
Do other family members (grandparents, aunts, cousins, etc.) live with your family?____
Does someone else act as the parent in your family?____

Allow the students to interview two different students during recess about their families. Allow the teachers of the other classes involved to prepare their students ahead of time. Also review interviewing skills with students before recess. After recess, collect the surveys and discuss that there are many different kinds of families.

***

Discuss the three major methods of learning: exposure, experience, and modeling. Allow the students to give examples of each method. Then invite the school nurse to explain and demonstrate the use of an oral thermometer, a sphygmometer and stethoscope. Try to obtain several thermometers, sphygmometers and stethoscopes. The students are to learn to read the temperature as shown on a thermometer with an accuracy of within five degrees. Also they will indicate to the satisfaction of the teacher the ability to hear a pulse on the stethoscope in conjunction with reading blood pressure.

Process this learning experience by having the students write a paragraph on how the different methods of learning were used, which method(s) they preferred, and what they learned about themselves from the activity.

***

Have the students devise a set of "laws" that would be effective around school. Have students devise a set of "laws" that would be effective in their classroom. Have students select clippings from the newspaper dealing with crimes. Discuss possible punishments, the role of the judge, the lawyers and the defendant. When students have discussed a case let them role play the case to decide if their punishment was fair or unfair. Discuss the judge's role in selecting a jury. Discuss how a judge sets cases on his or her docket. Discuss the job of a court reporter, how and why a judge uses and needs him or her.

***

Collect ahead of time the packagings or items that can be bought at a store. Tag the article with its price clearly written. Have enough items to place one on each student's desk. Have on each desk in an envelope marked *MONEY*, play money in bills and coins to amount to more than the cost of the item on that desk. Also have on the desk an envelope marked *ANSWER*, in which there is a card telling the different money combinations that could equal the item's cost. Allow the students to work the problem at their own desks first--checking the item's cost, preparing the money combinations they think is correct, and checking the answer card to see if they are right. Then play a version of "Musical Chairs"--play music as the students walk beside the desk; when the music stops they are to work the problem at the desk they are next to. Repeat the process several times.

***

Have a simulated restaurant to help students practice money skills. Students are divided into two groups: customers and cashiers. The cashier will be given an order similar to that used at McDonald's which they will fill out as a customer places the order. The cashier will total the amount of the order. The customer gives the cashier money for the order; he or she must be sure he or she has enough to pay for the order. Cashier must count out the correct change to the customer.

***

Divide the class into seven groups--one of each role (personal, leisure, family, learner, citizen, consumer, producer). Each group is responsible for making up questions they would like to ask a guest speaker about his/her life roles. Review the questions before the guest speaker arrives. You will want to prepare the speaker beforehand for the kinds of topics that will be discussed. Allow the "producer committee" to ask their questions first. Then discuss how a person is more than just the job we see. Next allow the other groups to ask their questions.

SELECTED THIRD GRADE ACTIVITIES AND IDEAS

VALUING AND DECISION MAKING

CONSEQUENCES

Valuing and Decision-Making
Goal B: Students will develop and incorporate an understanding of the decision-making process.
Competency: Students will describe their thought processes before a decision is made.
Performance Indicator(s): Students are able to: 1) describe what they think about before making a decision, and 2) recognize if their thoughts before making a choice have any consistent pattern.

Activity Objective

Students will demonstrate a use of the brainstorming technique to generate ideas.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language
Materials/Resources: chalk, blackboard
Educator's Preparation: be familiar with decision-making process and brainstorming process

Directions:

Ask if anyone has ever been in a rainstorm (lots of rain). Ask if anyone has ever been in a brainstorm (lots of ideas). Tell them that "brainstorming" is a helpful way to generate (think up) lots of ideas.

Sometimes we need to brainstorm when we have to make a decision. A decision is when we have to make a choice or a judgment. Ask for volunteers to tell about a decision they had to make.

Discuss the pattern of thinking before making a decision:

- knowing the problem
- thinking of possible answers
- imagining what would happen if they chose different answers
- choose the answer that seems best to them

One way of thinking of possible answers is the brainstorming just discussed. Present and discuss the brainstorming guidelines:

1. Try for lots of ideas.
2. Do not judge the ideas.
3. Let the ideas be wild.
4. Use the ideas of others.

Present the following topics one at a time. Use as many as time allows or as the students need for practice. Write the ideas the students present on the blackboard. Allow about 10 minutes for each topic.

- ways to make new friends
- ways to have fun at a party
- fun things to do in our spare time
- ways to make learning more fun
- ways to make school more fun

EVALUATION: Students should be able to:

- define a decision as making a choice or judgment
- describe one decision they have had to make
- tell what they thought about before making that decision
- recognize the pattern of thinking before making a decision (i.e., knowing the problem, thinking of possible answers, imagining what would happen if they chose different answers, choose the answer that seems best to them)

(See Evaluation Form for "Consequences.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

CONSEQUENCES

Valuing and Decision-Making Goal B Grade 3

Students are able to:

1. define a decision and describe one decision they have made
2. tell what they thought about before making that decision
3. recognize the pattern of thinking before making a decision

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. thoughts	3. pattern
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Grade: Third
Content Area: Valuing and Decision-Making

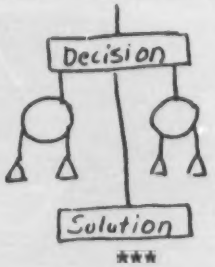
Discuss that many times we learn our values from our parents and sometimes adapt the values of others who are close to us (e.g., a special friend, a close relative, etc.) Help the students to develop a survey that can be used as homework. An example might be:

PERSONS IMPORTANT TO ME	VALUES THAT ARE IMPORTANT TO THEM	ARE THESE VALUES IMPORTANT TO ME?

Have the students complete the survey on parents, close friends, etc. Discuss what they learned about themselves through this activity.

***

In small groups make *Decision Mobiles*. At the top make a cutout that states the problem. At the next level balance cutouts that state two different alternatives. From each alternative, balance cutouts representing consequences of that alternative. On a long string hanging from the top cutout, attach a card that states the final decision decided upon.



***

Divide the class into small groups. Introduce the idea of students making an overhead (or opaque projector) story. The title of this story is "Changing My Mind." Discuss how sometimes when we make a decision, we can change our minds about that decision--and sometimes we cannot. Brainstorm situations when both situations occur. Then plan the story, letting each group choose a picture of the sequence to illustrate and write a paragraph for. Then put the "story" together for class viewing.

SELECTED THIRD GRADE ACTIVITIES AND IDEAS

ACHIEVEMENT MOTIVATION

Achievement Motivation
Goal A
P. I. 1, 2, 3
Grade 3

SETBACK SALAD

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goals.
Competency: Students will describe the trial-and-error approach to a task.
Performance Indicator(s): Students will be able to: 1) define trial-and-error, 2) describe a trial-and-error approach to different tasks, and 3) describe some results of a trial-and-error approach to a task

Activity Objective

Students will define, discuss, and list results of the trial-and-error approach to task completion.

Activity

Total Time: one class period
Suggested Subject Matter Area: language, health
Materials/Resources: felt-tipped pen for teacher, paste or glue for students
Educator's Preparation: prepare and post three copies of the "Setback Salad" posters shown below

Directions:

Ask the students to think about all the different kinds of salads there are. Tell them that you are all going to make one big, imaginary salad. Have each student write one ingredient on a scrap of paper. Ask the students to put paste on their slips and paste them in the "bowl".

When you are finished, point out strange combinations--maybe you have watermelon and onions in this salad. Then ask the students if they would want to eat it. (The response you want is a resounding "NO!")

Tell them you'll try again. Repeat the procedure described above. Have the students paste (or you can write) these ingredients on your second blank "Setback Salad" poster. Point out unusual combinations. Maybe

something like marshmallows and French dressing. Try to get them to say they wouldn't eat this one either. Say that you have one more "salad bowl" left so they can try one more time.

Repeat the procedure described above. When all ingredients appear in the third "salad bowl" have a little discussion:

> Our task today was to make a salad, a satisfying salad. We all had different ideas of what that is. That's okay. So we tried. We all took a chance and wrote down any old ingredient. It should have made a mighty good salad. When it didn't turn out we took another chance and tried it the same way again. When that didn't turn out, we tried it the same way again. We were just trying any old thing over and over without any specific plan. We call this the trial-and-error method of doing something. It is also called the chance method, as in "take a chance." When we use this method it hardly ever works well. If it does, it's just luck. When we need to move ahead, the trial-and-error method usually just sets us back and we don't get the job done.

EVALUATION: The students should be able to:

- define trial-and-error as trying different ways of doing something until the right way is found
- describe two different tasks
- describe a trial-and-error approach to those tasks
- describe one result of the trial-and-error approach for each of the examples given above

(See Evaluation Form for "Setback Salad.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

SETBACK SALAD

Achievement Motivation Goal A Grade 3

Students are able to:

1. define trial-and-error as trying different ways of doing something until the right way is found
2. describe two different tasks
3. describe a trial-and-error approach to those tasks
4. describe one result of the trial-and-error approach for each of the examples given above

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. define	2. tasks	3. describe	4. results
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Achievement Motivation
Goal B
P. I. 1, 2
Grade 3

INTRINSIC AND EXTRINSIC

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency: Students will describe ways they judge if they have satisfactorily accomplished their tasks.
Performance Indicator(s): Students are able to: 1) list some specific tasks they feel they have done a good job on and 2) describe how they know if they have done a good job at a task they have accomplished.

Activity Objective

Students will discuss some tasks they feel that they have done a good job on and how they know this.

Activity

Total Time: one or two class periods
Suggested Subject Matter Area: language
Materials/Resources: paper, pencils, a dictionary for each pair of students, three sheets of newspring, drawing paper for each student
Educator's Preparation: be familiar with entire activity

Directions:

On the chalkboard write the dictionary definitions of the prefixes "in-" and "ex-"

in-[2] In, into, within, or inward
ex-[2] Out of

Have the students think of as many words as they can beginning with "in-" and referring to the meaning above. (Sometimes the prefix in- means not. The words students locate should refer to in, into, or within.) You may have to help them generate ideas by using a dictionary and discussing words you find in it.

Let them tell you the words as they think of them. Write them on a piece of newsprint as students call them out.

Now call their attention to the ex- definition you have written on the chalkboard. There aren't as many ex- words so more help may be needed. Have the students think of ex- words and call them out. Write their ex- words on another sheet of newsprint.

Now ask the class to compose a definition of the word reward, which you will write on the third piece of newsprint.

Refer now to the list of in- words the students contributed. Circle intrinsic or add it to the list. Ask students if they can figure out what intrinsic rewards are. Have the class give some examples of intrinsic rewards for a task well done: pride, satisfaction, experience, learn something new/fun, etc.

Now call attention to the ex- words. Circle extrinsic or add it to the list and repeat the process described above.

Process this activity by a discussion. Say something like: "Extrinsic rewards come from outside the person. The standards for getting an extrinsic reward are set by someone else. For example, I want to win a blue ribbon at the county fair. The blue ribbon is an extrinsic reward. Do I set the standards for winning it or does someone else set the standards for winning it? Who?

Intrinsic rewards come from inside the person. The standards for getting an intrinsic reward are set by the person himself or herself. For example, I want to feel proud and know that I have done my very best on the gift I made for my mother. Proud feelings are an intrinsic reward. Do I set the standards for getting proud feelings from doing my best or does someone else? Do other people usually know what is my very best? Or am I the one who usually knows? Could my standards be different from someone else's?

Have the students think of two tasks they feel they have done a good job on. Discuss with them what makes them feel it was a good job.

Distribute drawing paper. Have students fold it into four sections captioned thus:

An extrinsic reward I'd like	Who sets the standards
An intrinsic reward I'd like	My standards for getting it

Have students draw or write to complete it. Allow time for sharing in small groups of students, if it will enhance the idea of differing personal standards.

EVALUATION: Students should be able to:

- list two specific tasks they feel they have done a good job on
- describe two intrinsic ways they judge if they have done a good job
- describe two extrinsic ways they judge if they have done a good job

(See Evaluation Form for "Intrinsic and Extrinsic.")

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

INTRINSIC AND EXTRINSIC

Achievement Motivation Goal B Grade 3

Students are able to:

1. list two specific tasks they feel they have done a good job on
2. describe two intrinsic ways they judge if they have done a good job
3. describe two extrinsic ways they judge if they have done a good job

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. list	2. intrinsic	3. extrinsic
1			
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ACTIVITY IDEAS

Grade: Third
Content Area: Achievement Motivation

Announce to the class that they will be giving a program in a few days for the second grade class. (Make prior arrangements with the second grade teacher.) Tell students that they are to write down on a piece of paper what they would like to do in the program. Do not allow them to talk with each other. Collect the papers and while the students are doing another activity, outline the many different ideas on one side of the chalkboard. Above these ideas write *TRIAL AND ERROR*. Discuss with the students some of the problems involved when everyone does his/her own thing (e.g., takes too much time, duplications, etc.) On the other side of the board write *PLANNING*. Then proceed to plan with the students an organized program.

***

As the students are planning the above program, have them specify how they will know if they did a good job or not. Title these ideas *EVALUATION*. When the program is finished, go through the evaluation list and discuss the results.

Have the students use the following form to <u>evaluate</u> when they feel successful:

WHERE MY SUCCESSES TOOK PLACE	WHAT THEY WERE	HOW I KNEW I HAD SUCCEEDED					
		I helped somebody.	I did it well and it felt good.	I was given some-thing.	I got somebody to do something.	I learned something new.	My family was proud of me.
AT HOME	1. 2. 3.						
AT SCHOOL	1. 2. 3.						
WITH MY FRIENDS	1. 2. 3.						

My biggest success was _____. In the future I want to succeed _____.

SELECTED THIRD GRADE ACTIVITIES AND IDEAS

PROBLEM SOLVING

GROWING AND CHANGING

Problem-Solving
Goal B
P. I. 1, 2, 3
Grade 3

Problem-Solving
Goal B: Students will develop and incorporate the ability to anticipate and cope with change.
Competency: Students will describe how life roles have and will change as they grow older.
Performance Indicator(s): Students are able to: 1) describe the major life roles and how those roles apply to them, 2) describe how their life roles have changed, and 3) describe how their life roles will change as they grow older.

Activity Objective

Students will describe the major life roles and how these change as we get older.

Activity

Total Time: one class period of 30 minutes
Suggested Subject Matter Area: social studies
Materials/Resources: resource page, crayons and/or magazines, scissors, glue
Educator's Preparation: duplicate one copy of resource page for each student

Directions:

Describe the five major life roles (family member, learner, citizen, consumer, and producer) to the class. Have them give examples how each role applies to them (e.g., son or daughter, learner at school, someone who makes purchases, a worker at home, etc.) Next, point out that our roles change as we grow older. For example, consumer role may now include buying gum or toys but when we are adults we pay rent and buy groceries, etc. Our learner roles at age 1 included learning how to walk and talk, at age 6 we are learning to read, etc. Choose volunteers to talk about life roles at age 4 and how their roles have changed (more responsibilities, learn different things, etc.)

Now have them imagine how these roles will be in the future (be a parent as well as son or daughter, more decision-making, etc.) Use the resource page to let the students give examples of two roles for each age and to see how these have and will change over the years. Have them draw in pictures or use magazines to find pictures of the examples.

EVALUATION: Students will be able to:

- describe major life roles and how these apply to them
- describe life roles at age 4 and two ways these have changed
- imagine what their life roles will be like and two ways they might be different from today

(See Evaluation Form for "Growing and Changing.")

GROWING AND CHANGING

Growing means more than getting bigger. It means changing. Think about ways you have changed since age two. How have your roles changed? Do you have more responsibilities? Think of ways your roles will change in the future. Use words, drawings, and/or pictures from magazines to show how your life has and will change.

When I was two years old...	Now I am a third grader...
When I am sixteen years old...	**When I am fifty years old...**

Teacher _____ *Date(s)* _____

ACTIVITY EVALUATION FORM

GROWING AND CHANGING

Problem Solving **Goal** B **Grade** 3

Students are able to:

1. describe major life roles and how these apply to them
2. describe life roles at age 4 and two ways these have changed
3. imagine future life roles and two ways different from today

Check (√) when the student is able to accomplish each step. Leave blank if further development is needed.

Student Name	1. roles	2. past	3. future
1			
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ACTIVITY IDEAS

Grade: Third
Content Area: Problem-Solving

Arrange the students in small groups to brainstorm two lists of words; one, words that can hurt; the other, words that can help. Then have them read their lists aloud. Ask them to figure out which words they would like to hear. Ask also which words they would like to use. Discuss situations when they have used or could use these helping words. Role play these situations in small groups.

***

Have students bring baby pictures. Have them draw what they think they will look like twenty years hence. Using these and recent school pictures, make a bulletin board labeled Past, Present, and Future.

Discuss with the class about growth and change. Discuss how they have changed since they were infants.

a. What kinds of things could you do when you were a tiny, tiny baby?

b. Name some of the things you learned at home before coming to school.

c. What things can you do now that you couldn's do before you entered school?

d. Tell us about some things you have learned recently which you feel are important for you to know.

Invite a student from a higher class to come in and give a short talk (15-20 minutes) to the class about things he or she has learned. Explain to the class some things that he or she is now learning.

To tie up this lesson, have the children try to match baby pictures, drawings and class photos that have appeared on the bulletin board.

***

Here is a questionnaire to help students become aware of relating present planning to future outcomes.

1. When I grow up I would like to be
2. When I get older I would like to see
3. What will it be like for me in the next grade?
4. What kind of adult (or parent) would I like to be?
5. What friends that I now have would I like to have when I grow up?

6. What might I look like?
7. Where might I live?
8. What might my home be like?
9. What style of clothes would I like to wear?
10. What amount of money might I earn?
11. What job would provide that income?
12. If my job requires that I work only three days a week, how will I spend my spare time?
13. What kind of transportation might I use?
14. What things that I consider to be important now will I want to teach to others?
15. Is it possible for me to make some contribution to society?
16. What things might I do to make me a better person?
17. What preparations can I think about now to prepare me for reaching my goals in the future?

SUPPLEMENTARY ACTIVITY FORMS

Self-Understanding
Goal A
P.I.
Grade 3

Self-Understanding
Goal A: Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.
Competency: Students will describe how exercise and nutrition affect their mental health.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal B
P.I.
Grade 3

Self-Understanding
Goal B: Students will develop and incorporate an understanding of the uniqueness of themselves and others.
Competency: Students will realize that environment influences interests and capabilities.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Self-Understanding
Goal C
P.I.
Grade 3

Self-Understanding
Goal C: Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.
Competency: Students will describe situations where they have some control over themselves.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal A
P.I.
Grade 3

Interpersonal Relations
Goal A: Students will develop and incorporate those listening and speaking skills which will allow them to communicate in their daily lives.
Competency: Students will describe ways in which we communicate nonverbally to others.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal B
P.I.
Grade 3

Interpersonal Relations
Goal B: Students will develop and incorporate skills that encourage and enhance relationships with their families.
Competency: Students will define what "family" means.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal C
P.I.
Grade 3

Interpersonal Relations
Goal C: Students will develop and incorporate the ability to maintain effective relationships with peers and adults.
Competency: Students will describe the process of making and keeping a friend.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Interpersonal
Relations
Goal D
P.I.
Grade 3

Interpersonal Relations
Goal D: **Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.**
Competency: Students will recognize the actions they take that affect others' feelings.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Expressing Ideas
Goal A
P.I.
Grade 3

Expressing Ideas
Goal A: Students will develop and incorporate an understanding of various methods of expression in their daily lives.
Competency: Students will describe ways others express thoughts and feelings to them.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

80

Expressing Ideas
Goal B
P.I.
Grade 3

Expressing Ideas
Goal B: Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.
Competency: Students will describe opinions that they feel strongly about.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal A
P.I.
Grade 3

Gathering and Processing Information
Goal A: Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings and events.
Competency: Students will recognize that people have varying roles and will describe their own roles.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal B
P.I.
Gradc 3

Gathering and Processing Information
Goal B: Students will develop and incorporate the ability to compile and integrate information for use in their lives.
Competency: Students will describe those things they learn in the community as citizens and consumers.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Gathering and Processing Info
Goal C
P.I.
Grade 3

Gathering and Processing Information
Goal C: Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.
Competency: Students will describe stereotypes that correspond to certain jobs.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials, Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal A
P.I.
Grade 3

Rights and Responsibilities
Goal A: *(Individual)* Students will develop and incorporate an understanding of the rights and responsibilities of family members.
Competency: Students will recognize that there are different kinds of families.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal B
P. I.
Grade 3

Rights and Responsibilities
Goal B: *(Learner)* Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
Competency: Students will describe the basic methods of learning.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal C
P.I.
Grade 3

Rights and Responsibilities
Goal C: (Citizen) Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
Competency: Students will describe reasons why a country needs laws and governments.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal D
P.I.
Grade 3

Rights and Responsibilities
Goal D: (Consumer) Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
Competency: Students will describe how to use money correctly when paying for something.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter:
Materials/Resources:
Educator's Preparation:

Directions:

Rights and
Responsibilities
Goal E
P. I.
Grade 3

Rights and Responsibilities
Goal E: (Producer) Students will develop and incorporate an understanding of the rights and responsibilities of the producer.
Competency: Students will recognize that a producer can have many different roles.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal A
P. I.
Grade

Valuing and Decision-Making
Goal A: Students will develop and incorporate an understanding of how values affect their lives.
Competency: **Students will describe how what is important to others influences what is important to them.**
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal B
P. I.
Grade

Valuing and Decision-Making
Goal B: Students will develop and incorporate an understanding of the decision-making process.
Competency: **Students will describe their thought processes before a decision is made.**

Performance Indicator(s):

Activity Objective

Activity

Total Time,
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Valuing and
Decision-Making
Goal C
P. I.
Grade

Valuing and Decision-Making
Goal C: Students will develop and incorporate the ability to implement the decision-making process and to understand the effects of past decisions on their present decisions.
Competency: **Students will describe why they might want to change a decision and recognize when it is or is not possible to make that change.**
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal A
P. 1.
Grade

Achievement Motivation
Goal A: Students will develop and incorporate skill in planning and setting goal goals.
Competency: **Students will describe the trial-and-error approach to a task.**

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Achievement
Motivation
Goal B
P. I.
Grade

Achievement Motivation
Goal B: Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.
Competency: Students will describe ways they judge if they have satisfactorily accomplished their tasks.
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem-Solving
Goal A
P. I.
Grade 3

Problem-Solving
Goal A: Students will develop and incorporate an understanding of the problem-solving process and how they may implement the process to help themselves and others.
Competency: Students will describe those activities in which others need their help.

Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

Problem Solving
Goal B
P. I.
Grade 3

Problem-Solving
Goal P: Students will develop and incorporate the ability to anticipate and cope with change.
Competency: **Students will describe how life roles have and will change as they grow older.**
Performance Indicator(s):

Activity Objective

Activity

Total Time:
Suggested Subject Matter Area:
Materials/Resources:
Educator's Preparation:

Directions:

THIRD GRADE GUIDANCE CURRICULUM GUIDE

AND

PROGRESS REPORT

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual Goal: A Obj: 1	Students will describe how exercise and nutrition affect their mental health.	Students are able to: 1. describe satisfactory exercise and eating habits for their age group. 2. describe how poor exercise and eating habits affect their mental health. 3. describe how satisfactory exercise and eating habits affect their mental health.	Students are able to: 1. a) describe two exercises and the general muscles that benefit. b) describe the basic food groups and what they need each day from each group. 2. a) define the concept of mental health in their own terms: the way one feels and acts. b) describe two examples of how poor exercise and eating habits affected their actions and feelings. 3. describe two examples of how good exercise and eating habits affected their feelings and actions.
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer, Goal: B Obj.: 1	Students will realize that environment influences interests and capabilities.	Students are able to: 1. define interests and capabilities. 2. describe how they have the capabilities that they do. 3. describe how different aspects of their environment have influenced their interests and capabilities.	Students are able to: 1. a) define interests in their own words (i.e., things they like to do or learn about, activities they enjoy but do not necessarily have to be skilled in that area, etc.) b) define capability in their own words (i.e., the ability or power to accomplish something or to succeed, etc.). c) describe two interests and one capability. 2. describe that their capabilities exist because of heredity and the influence of their environment. 3. a) describe two aspects of their environment that have influenced their interests and capabilities (i.e., home, school, neighborhood, town, church, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. (continued)	b) describe how these two aspects of their environment have influenced their interests and capabilities (i.e., parental encouragement/ home; education from a teacher/school; actual physical circumstances/skiing requires snow, etc.
Content: I Self Understanding Role(s): Individual, Learn, Citizen, Consumer, Producer Goal: C Obj.: 1	Students will describe situations where they have some control over themselves.	Students are able to: 1. identify situations where they have control over their physical selves. 2. identify situations where they have control over their intellectual selves. 3. identify situations where they have control over their emotional selves. 4. identify situations where they have control over their social selves.	Students are able to: 1. identify two situations where they control their physical selves (i.e., dressing appropriately, exercising, cleanliness, following safety rules, etc.). 2. identify two situations where they control their intellectual selves (i.e., learning in school or at home, paying attention, being motivated to learn, application of learning, etc.). 3. identify two situations where they control their emotional selves (i.e., ways they express feelings--fights, temper tantrums, smiling, laughing, etc.; and ways they deal with tension--relaxation, exercise, etc.). 4. identify two situations where they have control over their social selves (i.e., choosing friends, choosing activities, showing manners, etc.).
Content: II Interpersonal Relations	Students will describe ways in which we communicate nonverbally to others.	Students are able to: 1. discuss how both silence and body language are means of nonverbal communication.	Students are able to: 1. a) describe the meaning of nonverbal communication (i.e., the ability to send a message without making sounds). b) describe three different forms of body language and the messages they send (i.e.,

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj. 1	(continued)	1. (continued)	clenched fists/anger, raised eyebrows/surprise or disapproval, slumped posture/disappointment, smile/acceptance, etc.). c) describe one message that is sent through a response of silence (i.e., disapproval through ignoring, expectation for further comment, etc.)
		2. discuss the importance of understanding clearly the meaning of nonverbal responses.	2. discuss two reasons why it is important to clearly understand nonverbal responses (i.e., possible misunderstanding, wrong response, messages may be about feeling for self rather than feelings about speaker, etc.).
Content: II Interpersonal Relations Role(s): Individual Goal: B Obj.: 1	Students will define what "family" means.	Students are be able to: 1. define what is meant by the immediate family.	Students are able to: 1. a) define the immediate family as those persons they belong to and live with; usually they are related to these persons. b) describe their immediate family.
		2. define what is meant by the extended family.	2. a) define the extended family as those persons whom they are related to but do not necessarily live with (i.e., grandparents, aunts, uncles, cousins, etc.). b) describe their extended family.
		3. recognize that there are different families.	3. a) describe two characteristics that are common to most families (families contain adults, family members care about each other, family members help to supply each others' needs, etc.). b) describe three ways families can be different (i.e., families with no children, families with one parent, families where children are adopted or are foster children, families having different numbers of children, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj.: 1	Students will describe the process of making and keeping a friend.	Students are able to: 1. describe how trust, the development of loyalty, and skill in problem-solving are ways of helping to keep a friend.	Students are able to: 1. a) describe what trust means (e.g., faith, firm belief in the honesty, truthfulness, justice, or power of a person or thing). b) describe what loyalty means (e.g., faithfulness, the ability to trust someone to stick by you) and how it helps to keep a friend. c) describe three ways of problem-solving (e.g., communication, taking turns, sharing, apologizing, helping each other, etc.) and how they help to keep a friend.
		2. describe how acting friendly is a way of keeping a friend.	2. describe examples of acting friendly and how those examples help to keep a friend (e.g., speaking kindly; being genuinely interested; sharing activities, experiences and feelings).
		3. describe the entire process in sequence of how to make and keep a friend.	3. describe the following process in their own words: . really want that person as a friend • care about what happens to that person • speak kindly to that person • be interested in what that person does • share activities, experiences, and feelings with that person • trust that person and show you are trustworthy • be loyal to that person • use skill in problem-solving instead of • letting anger destroy the relationship.

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer Producer Goal: D Obj: 1	Students will recognize the actions they take that affect others' feelings.	Students are able to: 1. identify the basic feelings. 2. discuss that a person's actions and decisions affect others' feelings. 3. describe actions they take that influence corresponding feelings in others.	Students are able to: 1. identify at least four of the basic feelings: happiness, anger, sadness, fear, surprise, pride. 2. discuss the connection between actions or decisions and feelings that result in others; use one example in the discussion of a time when someone's decision or action affected their feelings. 3. describe three of their actions that cause three different feelings in others (i.e., an action that caused happiness, an action that caused fear, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe ways others express thoughts and feelings to them.	Students are able to: 1. describe different ways others express thoughts and feelings. 2. describe how others express thoughts and feelings to them. 3. indicate how they prefer others to express their thoughts and feelings to them	Students are able to: 1. describe three different ways others express thoughts and feelings (i.e., written messages nonverbal messages like facial expressions, hitting, a hug . . .; clear verbal messages; hidden messages when they say one thing but mean another; blaming; etc.). 2. a) describe how younger persons express their thoughts and feelings to them. b) describe how peers express their thoughts and feelings to them. c) describe how adults express their thoughts and feelings to them. 3. a) indicate two ways they prefer others to express their thoughts and feelings to them (i.e., clearly written messages, clear verbal messages, positive nonverbal messages, etc.). b) discuss why they prefer the two ways described in #3a, (i.e., it does not hurt them, it does not hurt their belongings, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj.: 1	Students will describe opinions that they feel strongly about.	Students are able to: 1. identify several of their opinions. 2. decide which opinions are important to them. 3. discuss why these opinions are important to them.	Students are able to: 1. identify their opinions concerning the following topics: • delicious food • importance of education • interesting T.V. show • the importance of having friends • how people should treat animals • how people should act toward each other. 2. decide what three opinions of those identified in #1 are most important to them. 3. using the three opinions described in #2, discuss why each of those opinions are important to them.
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj.: 1	Students will recognize that people have varying roles and will describe their own roles.	Students are able to: 1. describe what constitutes a role. 2. describe their own roles. 3. identify persons of differing ages and describe their varying roles.	Students are able to: 1. describe a role as a life-task or relationship, a part played in real life. 2. describe three of their roles (i.e., son or daughter, grandchild, sister or brother, student, citizen, consumer, producer, etc.). 3. a) identify a preschool child and an adult b) describe their varying roles (i.e., son or daughter, sister or brother, . . ., worker, consumer, leisure participant, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe things they learn in the community as citizens and consumers.	Students are able to: 1. describe some of their activities in the community. 2. describe some things they have learned from their community activities. 3. describe some things they have learned from their consumer activities.	Students are able to: 1. describe three things they do or organizations they belong to in the community (i.e., shop at the stores, play in the park, go to church, go to Girl or Boy Scouts, etc.). 2. describe one thing they have learned from their community activities (i.e., how to get around in their community, how to help their community, who makes up their community, who takes care of their community, etc.). 3. a) describe one example of where they shop and things they buy. b) describe one thing they have learned from their consumer activities (i.e., how to plan what they want to buy, how to find products they plan to buy, how to ask a salesperson for help, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe stereotypes that correspond to certain jobs.	Students are able to: 1. describe a variety of jobs. 2. list the stereotypes that may correspond to those jobs.	Students are able to: 1. describe three different jobs (i.e., teacher, banker, football player, farmer, etc.). 2. a) review the meaning of stereotype (belief that a certain group possesses common qualities or characteristics). b) list one stereotype that may be associated with the workers or work fields described in #1.

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 1	Students will recognize that there are different kinds of families.	Students are able to: 1. describe the meaning of immediate family. 2. describe the meaning of extended family. 3. describe some differences in families.	Students are able to: 1. a) define immediate family as those persons they live with (i.e., parents, guardians, siblings, etc.). b) identify their own immediate family. 2. a) define extended family as those relatives that are not directly a part of their immediate family. b) identify at least one extended family member (i.e., grandparent, aunt, uncle, cousin, etc.). 3. describe three differences that can occur in families (i.e., number of parents, number of children, families where the children are adopted, families where the children have foster parents, extended family members with the immediate family, etc.).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 1	Students will describe the basic methods of learning.	Students are able to: 1. describe the three basic methods of learning. 2. describe situations where they see experience, modeling, and exposure as methods of learning in their school.	Students are able to: 1. describe the three basic methods for learning: • experience-learning by doing • exposure-learning through reading, listening, watching films or pictures, etc. • modeling-learning by patterning after someone. 2. a) describe one situation where they see learning by experience in their school b) describe one situation where they see learning through exposure in their school c) describe one situation where they see learning through modeling in their school.

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 1	Students will describe reasons why a country needs laws and governments.	Students are able to: 1. discuss what governments and laws do. 2. describe why people in a country need the controls and services that government and laws provide. 3. describe what might happen if there were no government or laws in our country.	Students are able to: 1. discuss two purposes of governments and the laws they make (i.e., to represent the desires of its citizens, to act as a control in the best interests of its citizens, to provide services to benefit its citizens, etc.). 2. describe two reasons why people in a country need the controls and services that government and laws provide (i.e., to help people, to keep things more organized, to keep the balance between a person's rights and a person's responsibilities, etc.). 3. describe two things that might happen if there were no government or laws in our country (i.e., chaos, people doing or taking what they want at the expense of others, inequality, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 1	Students will describe how to use money correctly when paying for something.	Students are able to: 1. describe how to count out correct change from a dollar bill. 2. discuss how much money they need to give a salesperson when buying something. 3. describe situations when they might need to make change.	Students are able to: 1. a) describe how to put change together to total one dollar (i.e., 3 quarters + 2 dimes + 1 nickel, 10 dimes, etc.). b) describe how much change they would have left over if they gave a salesperson one dollar for an item costing less than a dollar (e.g., $1.00 for a 30¢ item, $1.00 for a 90¢ item, etc.) 2. discuss the concept that when buying something, they must give money equal to or greater than the cost of that product or service (i.e., to buy a 25¢ candy bar, they must give the salesperson 25¢ or more). 3. describe two situations when they might need to make change (i.e., when they are selling something and have to give change to someone else, when they are buying something and have to calculate whether or not they have been given the correct change).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 1	Students will recognize that a producer can have many different roles.	Students are able to: 1. define what constitutes a producer. 2. identify people of varying ages, their roles, and how they are producers. 3. identify their roles and how they are producers.	Students are able to: 1. define producer as someone who makes something; a worker. 2. a) identify one younger person, a person near their own age, and one adult b) describe two roles for each person (parent, sibling, son/daughter, grandchild, etc.) c) describe one example of how each person is a producer (i.e., worker on the job, mother produces a clean home, student produces school work, etc.). 3. a) identify three of their roles (i.e., son/daughter, grandchild, sibling, student, etc.). b) describe two examples of how they are producers (i.e., students produce school work, producing concerning chores at home--a trash collector produces a neat home, producing concerning play or leisure activities--making a model airplane, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe how what is important to others influences what is important to them.	Students are able to: 1. identify persons they care about and/or who have authority over them. 2. describe some ideas, behavior, persons or things that are important to these persons. 3. discuss how what is important to these persons influences what is important to them.	Students are able to: 1. identify three persons they care about and/or who have authority over them (i.e., close friend, parent, teacher, policeman, etc.). 2. describe one important idea, behavior, person, or thing for each of the persons identified in #1. 3. using the information from #1 and #2, discuss how what is important to them has been influenced by what is important to others (i.e., others encouraged their interest in an activity, authority-figure taught them to respect certain behaviors, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe their thought processes before a decision is made.	Students are able to: 1. describe what they think about before making a decision. 2. recognize if their thoughts before making a choice have any consistent pattern.	Students are able to: 1. a) define a decision as making a choice or judgment b) describe one decision they have had to make c) describe what they thought about before making that decision. 2. describe the pattern of their thinking before making a decision (i.e., knowing the problem, thinking of possible answers, imagining what would happen if they chose different answers, choose the answer that seems best to them).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 1	Students will describe why they might want to change a decision and recognize when it is or is not possible to make that change.	Students are able to: 1. describe why they might want to change a decision. 2. identify times when it is not possible to change decisions. 3. identify times when it may be possible to change decisions.	Students are able to: 1. describe two reasons why they might want to change a decision (i.e., unexpected changes in circumstances; consequences of a decision turn out differently, so the decision unexpectedly affects others, etc.). 2. identify one time when it would not be possible to change a decision (i.e., others have already been affected, too much time has elapsed, etc.). 3. identify one time when it might be possible to change a decision (i.e., before anyone has been affected, before much time has elapsed, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe the trial-and-error approach to a task.	Students are able to: 1. define trial-and-error. 2. describe a trial-and-error approach to different tasks. 3. describe some results of a trial-and-error approach to a task.	Students are able to: 1. define trial-and-error as randomly trying different ways of doing something until the right way is found. 2. a) describe two different tasks (i.e., feeding a pet, doing an assignment, making a bed, setting the table, etc.). b) describe a trial-and-error approach to the tasks identified in #2a, (i.e., feeding a pet/feeding any amount or any kind of food until the right combination is found, setting the table/putting dishes on one at a time before finding out what is to be served, etc.). 3. describe one result of the trial-and-error approach for each of the examples in #2 (i.e., feeding the pet/an ill pet; setting the table/ extra energy required to change dishes if soup is served instead of meatloaf; etc.).
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe ways they judge if they have satisfactorily accomplished their tasks.	Students are able to: 1. list some specific tasks they feel they have done a good job on. 2. describe how they know if they have done a good job at a task they have accomplished.	Students are able to: 1. list two specific tasks they feel they have done a good job on. 2. a) describe two ways they can tell within themselves if they have done a good job (i.e., feeling of self-satisfaction, pride, bodily reactions if the task has been physically active, etc.). b) describe two ways they can tell from others they have done a good job (i.e., verbal reactions from others such as compliments, statements of appreciation,...; nonverbal reactions such as a smile, a pat on the back, a hug, etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 1	Students will describe those activities in which others need their help.	Students are able to: 1. describe situations where they have helped others in the past. 2. discuss ways others express need for their help. 3. describe ways they can help others.	Students are able to: 1. describe two situations where they have helped others in the past (i.e., brought in groceries for parents, entertained younger sibling, helped friend with problem in school work, etc.). 2. a) discuss one nonverbal way others express need for their help (i.e., facial expressions or eye contact showing questioning or pain, a hand gesture toward them, etc.). b) discuss two verbal ways others express need for their help (i.e., such phrases as "help me, could you . . ., would you please . . ., etc."). 3. a) describe two ways they could presently help others (i.e., call the fire department if a house was on fire, help a lost child in a store, make a new student feel comfortable, etc.). b) speculate about one way they might be able to help others in the future (i.e., as a doctor, help people to get well; as a teacher, help people to learn; as a mechanic, help fix others' cars; etc.).

THIRD GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe how life roles have and will change as they grow older.	Students are able to: 1. describe the major life roles and how those roles apply to them.	Students are able to: 1. a) describe the five major life roles (family members, learner, citizen, consumer, and producer) in their own language. b) describe how each life role applies to them (i.e., son or daughter, learner at school, participant in a club or activity in the community, someone who can purchase things, a worker at school and at home, etc.).
		2. describe how their life roles have changed.	2. a) describe their life roles when they were four years old. b) describe two ways their roles have changed (i.e., more independent now, more responsibility, making own decisions in more areas, etc.).
		3. describe how their life roles will change as they grow older.	3. a) imagine what their life roles may be like in the future. b) describe two ways their roles will possibly change (i.e., even more responsibility, marriage, parent as well as a son or daughter, more emphasis on producer and consumer roles, etc.).

Grade 3

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOUR CHILD CAN:	QUARTERS 1	2	3	4
Self Understanding	Describe how exercise & nutrition affect own mental health				
	Realize environment influences interests & capabilities				
	Describe situations when he/she has control over self				
Interpersonal Relations	Describe ways of communicating non-verbally				
	Define what family means				
	Describe the process of making & keeping a friend				
	Recognize actions that affect others' feelings				
Expressing Ideas	Describe ways others express thoughts & feelings to him/her				
	Describe strong personal beliefs or opinions				
Gathering & Processing Information	Recognize people have varying roles; describe own roles				
	Describe things learned in the community as citizens & consumers				
	Describe stereotypes that correspond to certain jobs				
Rights & Responsibilities	Recognize there are different kinds of families				
	Describe basic methods of learning				
	Explain why a country needs laws & governments				
	Describe how to make change from money given to him/her				
	Recognize that a producer can have many different roles				
Valuing & Decision Making	Describe how others influence what is important to him/her				
	Describe personal thought processes prior to making a decision				
	Describe why a decision change might be desired; recognize when it is or is not possible to make that change				
Achievement Motivation	Describe the trial-and-error approach to a task				
	Describe ways to judge satisfactory task accomplishment				
Problem Solving	Describe activities where others need his/her help				
	Describe how personal life roles have changed & will change				

Progress Report Cover (Fold at center)

PARENT/STUDENT COMMENTS

TEACHER/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

_____ SCHOOL DISTRICT

GRADE THREE

Student _____ **Year** _____

School _____ **Teacher** _____

Counselor _____ **Principal** _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.